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CATALOGUE

OF

Horner School,

OXFORD, N. C.

A CLASSICAL, MATHEMATICAL, SCIENTIFIC
AND MILITARY ACADEMY.

1882-'83.

The Fall Session of 1883 will open the last Monday in July.

Oxford, the County Seat of Granville, is just forty miles north of Raleigh, and is reached by the Oxford & Henderson Railroad that connects with the Raleigh & Gaston Railroad at Henderson.

HORNER SCHOOL,

OXFORD, N. C.

A CLASSICAL, MATHEMATICAL, SCIENTIFIC AND MILITARY ACADEMY.

SCHOLASTIC YEAR 1882-'83.

RALEIGH, N. C.:
UZZELL & GATLING, STEAM PRINTERS AND BINDERS.
1883.

Instructors.

J. H. HORNER, } Principals.
J. C. HORNER, }

Ancient Languages, Mathematics, and English Branches:
J. H. HORNER, A. M.

Latin, Mathematics, Natural Sciences, and English Branches:
J. C. HORNER, A. M.

Greek, Mathematics, Modern Languages, and English Branches:
J. M. HORNER.

WITH SUCH ASSISTANT INSTRUCTORS AS THE EXIGENCIES OF THE SCHOOL MAY REQUIRE.

Surgeon:
Dr. P. W. YOUNG.

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NaU

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Catalogue of Cadets,

FOR THE SCHOLASTIC YEAR 1882-'83.

CADET OFFICERS.

NAME.	PARENT OR GUARDIAN.	RESIDENCE.
STRADLEY, W. P., Capt	Rev. J. A. Stradley	Granville, N. C.
SMALLWOOD, J. P., 1st. Lt. & Adj.	Dr. C. Smallwood	Bertie, N. C.
SIMMS, W. W., 1st Lt. & Adj	Mrs. S. E. Simms	Wilson, N. C.
WETMORE, W. B., 2d Lt	Rev. W. R. Wetmore	Lincoln, N. C.
RANSOM, H. H., 2d Lt	Gen. Robt. Ransom	Craven, N. C.
GAY, E. J., 3d Lt	John W. Gay	Northampton, N. C.
CAPEHART, A., 3d Lt	W. J. Capehart	Bertie, N. C.
COHEN, E. C., 1st Serg't	J. Cohen	Halifax, N. C.
WINBORNE, R. W., 2d Serg't	Dr. R. H. Winborne	Chowan, N. C.
THOMPSON, E. E., 3d Serg't	J. W. Thompson	New Hanover, N. C.
TYSON, B. F., 4th Serg't	M. Moore	Pitt, N. C.
SHIELDS, L. S., 5th Serg't	J. G. Shields	Halifax, N. C.
BRASWELL, A., 5th Serg't	A. Braswell	Edgecombe, N. C.

PRIVATES.

AMIS, E. R	Col. J. S. Amis	Granville, N. C.
BEASLEY, W. R	W. R. Beasley	Granville, N. C.
BIGGS, W. C	Capt. Wm. Biggs	Granville, N. C.
BOND, LEE	James Bond	Bertie, N. C.
BRASWELL, H. C	C. S. Braswell	Edgecombe, N. C.
BRYAN, C. W	Mrs. B. J. Bryan	Edgecombe, N. C.
CLEMENT, W. T	T. D. Clement	Granville, N. C.
Clement, W. W	T. D. Clement	Granville, N. C.
COOPER, C. J	J. C. Cooper	Granville, N. C.
COOPER, W. G	J. F. Hardison	Washington, N. C.
COZART, T. A	B. H. Cozart	Granville, N. C.
COZART, U. H	B. H. Cozart	Granville, N. C.
CREWS, F. J	J. B. Crews	Granville, N. C.
CURRIN, E. G	J. M. Currin	Granville, N. C.
CUTCHIN, J. A	J. H. Cutchin	Edgecombe, N. C.

NAME.	PARENT OR GUARDIAN.	RESIDENCE.
Daniel, R. J.	William Daniel	Granville, N. C.
Easton, C. H.	Mrs. S. S. Easton	Granville, N. C.
Garrett, J. M.	C. W. Garrett	Halifax, N. C.
Gilliam, H. A.	Hon. H. A. Gilliam	Wake, N. C.
Gregory, H.	H. Gregory	Granville, N. C.
Gulick, W. M.	Maj. W. B. Gulick	Granville, N. C.
Gurley, Joseph	W. P. Gurley	Bertie, N. C.
Hargrove, C. W.	Col. John Hargrove	Vance, N. C.
Hawkins, W. J.	Gen. P. B. Hawkins	Franklin, N. C.
Holt, J. H	J. H. Holt	Alamance, N. C.
Holt, R. L.	J. H. Holt	Alamance, N. C.
Hunt, D. C.	D. A. Hunt	Granville, N. C.
Hunt, J. E.	Capt. J. M. B. Hunt	Vance, N. C.
Hunt, J. S.	R. L. Hunt	Granville, N. C.
Hunt, R. L.	R. L. Hunt	Granville, N. C.
Hunt, W. H.	D. A. Hunt	Granville, N. C.
Jones, R. G.	J. G. Jones	Granville, N. C.
Jones, Willie	M. B. Jones	Granville, N. C.
Joyner, H. A.	Mrs. A. E. Joyner	Pitt, N. C.
Lanier, Lexie	M. V. Lanier	Granville, N. C.
McKay, W. M.	W. B. McKay	Harnett, N. C.
MacRae, S. H.	Judge J. C. MacRae	Cumberland, N. C.
Meadows, F. P.	F. M. Meadows	Granville, N. C.
Mitchell, M. P.	Col. R. J. Mitchell	Granville, N. C.
Mitchell, W. C.	W. L. Mitchell	Granville, N. C.
Newberry, L. L.	J. P. Newberry	Washington, N. C.
Parham, Percy	A. C. Parham	Granville, N. C.
Parker, Watt	Mrs. S. A. Parker	Pitt, N. C.
Person, R. Y	B. F. Person	Granville, N. C.
Phillips, W. A.	W. F. Stanley	Lenoir, N. C.
Pittman, W. L.	Mrs. Rosina Pittman	Halifax, N. C.
Powell, W. J.	C. P. Powell	Granville, N. C.
Primrose, J. T.	Rev. J. W. Primrose	Granville, N. C.
Primrose, Robert	Rev. J. W. Primrose	Granville, N. C.
Reade, F.	Willoughby Reade	Wake, N. C.
Reade, W. A.	Willoughby Reade	Wake, N. C.
Rhodes, E. T.	Mrs. E. N. Rhodes	Granville, N. C.
Royster, R. W.	R. W. Royster	Granville, N. C.
Satterthwaite, F. B.	T. H. Satterthwaite	Beaufort, N. C.
Saunders, J. H.	Col. R. B. Saunders	Granville, N. C.
Saunders, Richard	Col. R. B. Saunders	Granville, N. C.
Selden, L. C.	J. N. Selden	Northampton, N. C.

NAME.	PARENT OR GUARDIAN.	RESIDENCE.
Taylor, O. K	Col. K. C. Taylor	Nash, N. C.
Taylor, Robert	Arch. Taylor	Granville, N. C.
Thorp, Benoni.	Louis Thorp	Granville, N. C.
Timberlake, F. J	J. P. Timberlake	Franklin, N. C.
Vaughan, J. E	Rev. M. H. Vaughan	Granville, N. C.
Wetmore, L. B	Rev. W. R. Wetmore	Lincoln, N. C.
Williams, W. P	Dr. J. B. Williams	Granville, N. C.
Wilson, H	E. Wilson	Bertie, N. C.
Woodard, J. S	Rev. J. S. Woodard	Wilson, N. C.

Total.....79

Course of Instruction.

ELEVEN SCHOOLS.

I.—LATIN—5 Classes.

Fifth Class—Latin Lessons (Andrews), Latin Reader (Andrews).
Fourth Class—Cæsar, Leighton's Latin Exercises.
Third Class—Cæsar, Sallust, Virgil, Latin Composition (Arnold).
Second Class—Virgil, Livy, Latin Composition (Arnold).
First Class—Juvenal, Horace, Cicero, Latin Exercises.

II.—GREEK—4 Classes.

Fourth Class—Goodwin's Greek Grammar, Leighton's First Lessons in Greek.

Third Class—Xenophon's Anabasis, Greek Syntax (Goodwin), Leighton's First Lessons in Greek.

Second Class—Herodotus, Homer, Goodwin's Greek Moods and Tenses, Arnold's Greek Exercises.

First Class—Thucydides, Euripides, Sophocles, Hadley's and Kuhner's Greek Grammars.

III.—MATHEMATICS—5 Classes.

Fifth Class—Arithmetic (Wentworth), Intellectual Arithmetic (Venable).

Fourth Class—Algebra (Wentworth).

Third Class—Geometry (Wentworth).

Second Class—Trigonometry (Snowball), Navigation and Surveying.

First Class—Analytical Geometry (Aldis), Calculus (Todhunter and Courtney).

IV.—NATURAL SCIENCE—4 Classes.

Fourth Class—Child's Book of Nature, Natural History (Goodrich).
Third Class—Chemistry (Avery).
Second Class—Natural Philosophy (Avery).
First Class—Astronomy (Loomis), Mineralogy and Geology (Dan).

V.—METAPHYSICS—3 Classes.

THIRD CLASS—Logic (Hamilton).
SECOND CLASS—Upham's Mental Philosophy.
FIRST CLASS—Hopkins' Outline Study of Man.

VI.—ENGLISH GRAMMAR AND RHETORIC—2 Classes.

SECOND CLASS—English Grammar, Milton's Paradise Lost.
FIRST CLASS—Rhetoric (Hepburn), Shakespeare's Julius Cæsar.

VII.—GEOGRAPHY—4 Classes.

FOURTH CLASS—Harper's School Geography.
THIRD CLASS—Harper's School Geography.
SECOND CLASS—Mitchell's Ancient and Sacred Geography.
FIRST CLASS—Physical Geography (Brocklesby).

VIII.—HISTORY—4 Classes.

FOURTH CLASS—United States (Goodrich).
THIRD CLASS—History of England (Anderson).
SECOND CLASS—Ancient History (Bloss).
FIRST CLASS—History of the United States (Stephens), Old and New Testament History (Maclear).

IX.—FRENCH—2 Classes.

SECOND CLASS—Fasquelle's French Course, Télemaque.
FIRST CLASS—Charles XII. Vie de Napoléon, Par Dumas.

X.—GERMAN—2 Classes.

SECOND CLASS—Ahn's Grammar, Whitney's Reader.
FIRST CLASS—Ahn's Grammar, Schiller, Goethe.

XI.—BOOK-KEEPING—1 Class.

Crittenden's Book-keeping.

Course of Studies.

There are two Regular Courses of Study:

I.—The Classical Course, embracing the studies in the Schools of Latin, Greek, Mathematics, English Grammar and Rhetoric, Geography, History.

II.—The Scientific and English Course, embracing the studies in the Schools of Mathematics, Natural Science, Metaphysics, English Grammar and Rhetoric, Geography, History.

French, German and Book-keeping are elective studies, which may be substituted for their equivalent in the Regular Courses, or taken in addition to them.

An Elective Course, consisting of studies selected from the Regular Courses, and equivalent in amount to a complete course, will, under certain circumstances, be allowed.

Every student, on his admission into the school, will be assigned to those classes in the Regular Courses for which he may be found qualified, except in those cases in which the Elective Course is allowed.

Daily recitations in Reading and Spelling, and regular exercises in Declamation, English Composition and Penmanship, are required of all the students during their entire course.

Method of Instruction.

ANCIENT LANGUAGES.

In Latin the student is first made familiar with the *inflections* and *forms of words*, Andrews' Latin Lessons being used for this purpose. He is thus prepared to enter upon the *analysis* and *construction of simple sentences*, and is drilled on the exercises in Andrews' Latin Lessons until he is made a thorough master of the subject. He is taught, according to the system of Greene's Analysis, that in *every sentence*, whether *dependent* or *independent*, there are *two essential elements—a subject* and a *predicate*—that the *subject* must be either a noun or pronoun, or something else that stands for a noun—that the *predicate* is always either an attributive verb, or the copula and a noun, or the copula and an adjective, or sometimes the copula and an adverb—that besides the principal elements there may be *three modifying elements*, the *adjective*, the *objective*, and the *adverbial*—that these five elements, with the coördinate and subordinate connections, make up a discourse. In connection with the *forms* and *positions of words* the student is drilled on the five elements until he can readily distinguish them, and explain the office each performs in a sentence.

He is then taught that all sentences, whether *simple, complex* or *compound*, are either *dependent* or *independent*—that *dependent sentences* are either *substantive, adjective* or *adverbial*, the *substantive* being those introduced by the particle "*that*," when not denoting a result, and all indirect questions—the *adjective*, those introduced by relative pronouns—and the *adverbial*, those introduced by one of the various subordinate conjunctions—that the *substantive sentence*, unless in apposition with some noun, must be either subject or object—that the *adjective*

sentence always qualifies some noun or pronoun, which is the antecedent to the relative—and that the *adverbial sentence* always modifies some verb, adjective or adverb, and denotes time, place, cause, manner or degree.

The student being thoroughly grounded in these principles by constant and continued drilling, is qualified to make rapid progress in his linguistic studies, and needs only a vocabulary to enable him to read understandingly any Latin or Greek author.

This drilling, which is kept up throughout his classical course, makes him thoroughly acquainted with the *structure of language*, English as well as Latin and Greek, and the mental training qualifies him for making rapid and easy progress in other departments of study. As soon as the Exercises in Andrews' Etymology are finished, the classical authors, in connection with Andrews' or Gildersleeve's Syntax, are taken up in the usual order, the student being frequently required to furnish *written translations*, not only of English into Latin, but also of Latin into English.

The Greek, being a more refined, polished, and philosophical language than the Latin, requires greater mental effort, calls into exercise higher mental faculties, and is therefore not taken up until the student has made considerable progress in Latin, and forms a very suitable *complement* to that study.

The same method of instruction is pursued in this school as in that of Latin.

MATHEMATICS.

In the department of Mathematics the most approved text-books are adopted, and the student is assisted by full and frequent explanations. His progress is tested daily, and a thorough knowledge of the subject is required of each student.

Throughout the whole course great importance is attached to the number and variety of the problems proposed. Habits of accuracy are inculcated, and no pains are spared to develop originality and clearness of thought in the pupil.

NATURAL SCIENCE.

In the School of Natural Science a thorough course of elementary instruction is given. The principles are first developed and explained, and then impressed by experiments and familiar illustrations. No effort is spared to make the study both attractive and profitable to the young student. The teacher aims also to give a practical cast to his instruction by pointing out the connection between abstract principles and the useful arts.

ENGLISH GRAMMAR AND RHETORIC.

A very competent knowledge of the English language is imparted to the classical student by the method pursued in teaching him Latin and Greek, but, besides this, every student, whatever be his course of study, is required to take the prescribed course in the School of English Grammar and Rhetoric. The importance of a thorough knowledge of the English language is never lost sight of, and every opportunity is sought to train the student to habits of correct expression in speaking and writing his native tongue.

GEOGRAPHY AND HISTORY.

As geography is usually one of the primary studies, the student is presumed to have made considerable progress in it before coming here; but, illustrating, as it does, the facts of history, and serving to fix them more firmly in the memory, its study is continued, and the student is carried over, in connection with the course in history, a parallel course in *Ancient, Sacred*, and *Modern Geography*. And as soon as he has acquired a competent knowledge of Civil and Descriptive Geography, his attention is directed to *Physical Geography*, in which he is made acquainted with the wonderful mechanism of the globe, and the unity of design displayed in all its parts and relations.

In History the student is made thoroughly acquainted with the leading facts in *Ancient History*, *English History*, and the *History of the United States*. This course, with a *chronology* of the principal events in the world's history carefully memorized, is intended to qualify the student for an easy and rapid accumulation of historic knowledge in his subsequent course of reading.

MODERN LANGUAGES.

In this country, at the present day, the importance of acquiring a knowledge of the modern languages is recognized by every one. This is especially true of the German, in view of the fact that so large a portion of our population use that language. Great attention is paid to the acquisition of a correct pronunciation and a thorough knowledge of Grammar. Numerous exercises are given, and in reading the authors selected the student is required to translate into idiomatic English.

PENMANSHIP AND BOOK-KEEPING.

The School of Book-keeping is for the benefit of those who desire a business education. It comprises a thorough course in Single and Double Entry Book-keeping—all of the most approved methods are fully discussed, and the pupil practised in each. He is also taught how to draw up and file business papers of various kinds, such as Contracts, Checks, Bills of Exchange, etc., etc. The teacher in this department gives daily instruction in Penmanship to the whole school. The great importance to the business man of a ready and elegant use of the pen is constantly impressed on the pupil.

REMARKS ON THE COURSES OF STUDY.

Each course of study is intended to furnish the student with a complete business education. The Classical Course is also designed to fit him for immediate entrance upon the study of

a profession, or, in case a more extended course of study is contemplated, for advanced classes in any of our colleges or universities.

The Course of Instruction, which is divided into Eleven Schools, is very comprehensive, and embraces, it will be observed, an extensive course in the following studies, viz.: Latin, Greek, Mathematics, Natural Science, Metaphysics, English Grammar and Rhetoric, Geography, History, French, German and Book-keeping.

Latin and Greek are taught, not simply as prerequisites to admission into college, but because they furnish the best facilities for instructing the student in the right use of language and the proper construction of sentences. They are found, too, to be efficient instruments in training boys to think, as much so as Mathematics or any other study. Language is not only the *means by which we communicate our thoughts*, but it is also the *instrument with which we think*, and in making thorough linguists our aim is to make thorough thinkers.

The advantages of Latin and Greek in the acquisition of a liberal education have been so long tested and approved in the best institutions of learning in this and other countries, that it now seems idle to call their utility in question, or advance arguments in favor of their adoption. Parents, in aiming at a more practical and economical education for their sons, are in danger of losing sight of the importance of these studies, and of dispensing with them altogether in the curriculum selected. This is especially so in the case of the Greek language; and when we consider that, apart from the fact that its study furnishes one of the best means of mental discipline, the Greek is the language in which the New Testament Scriptures are written, that it is the language, too, in which Homer wrote his immortal poem, and Demosthenes electrified the refined Athenians with his matchless eloquence, it is a matter equally of surprise and regret, that it is not made an indispensable study in every scheme of liberal education.

The popular and mercenary system of dispensing with all studies which cannot be turned to a practical and lucrative account is, in our opinion, one of the principal causes of that narrow-mindedness, infidelity and fanaticism, the prevalence of which in certain localities has brought upon our country so many calamities. Truth is in the reach of those only whose minds have been trained to habits of correct thinking and thorough investigation. In any scheme of education, therefore, mental discipline is the object to be aimed at, rather than the acquisition of practical knowledge. The former is the end the latter the incident.

The studies of each class, as set forth in the scheme of instruction, will ordinarily require for their completion a period of one year, or two sessions, but any student with good capacity can, by close application, finish them in a much shorter time. Thorough scholarship is the object chiefly aimed at, and no student is allowed to advance to a higher class until he has mastered the ground over which he has passed.

The work assigned each class is accommodated to the capacity of ordinary students; but the ambitious student will not be held back by the slow progress of his class, but will be advanced to a higher class, as soon as in the opinion of his instructor it can be done without injury to his scholarship.

The courses of study and modes of instruction are designed to train the students to habits of method and application; moral rectitude is inculcated as the basis of character; and the constant aim, in all the exercises of the School, is to cultivate in the student those qualities which constitute a *well regulated mind.*

EXAMINATIONS.

In addition to the daily instruction by examination and lecture upon the subject of every lesson by each instructor in his own department, examinations, oral and written, are held at the close of each session on all the subjects gone over; and no honorary distinction of scholarship will be awarded to any

student who shall fail to stand the final examination, nor will he be advanced to a higher class in any school until he has stood an approved examination on the studies of the preceding class.

REPORTS.

Reports of the standing, punctuality and deportment of the students are made out at the close of each quarter and sent to their parents or guardians. Each student's standing in his class is carefully estimated by the instructor, and marked on a scale in which the number 7 is taken as a maximum, and stands for "Very Good"; 6, "Good"; 5, "Very Respectable"; 4, "Respectable"; 3, "Tolerable"; 2, "Bad"; 1," Very Bad."

This careful system of marking is found to be a great stimulus to unflagging exertion on the part of the pupil, but its effectiveness is in a large measure dependent upon the reproof or encouragement his report may call forth from home.

DISCIPLINE.

The School is strictly military in its organization and discipline. The military system, so far from interfering with the literary exercises of the School, is found greatly to facilitate and promote their prompt and faithful performance.

In enforcing compliance with the rules and regulations of the School, a system of demerits is used. The Principals, in their discretion, may allow the demerits incurred for offences of a certain character to be cancelled by some extra military duty or punishment, but no student is allowed to remain in the School after one hundred demerits are recorded against him in the current session.

With a view of compelling a proper amount of study on the part of all the students, those of them who shall fail to preserve good order and quiet in their rooms, and to give satisfactory evidence of diligence in study, will be required to occupy one of the recitation-rooms during the hours set apart for

study, at night as well as in the day, and to prepare their lessons in the presence of one of the instructors.

Each student is furnished with a printed copy of the regulations of the School, which are to govern his conduct whilst connected therewith. The following are some of the leading rules therein set forth:

"1. The students of this School are not only required to abstain from all vicious, immoral or irregular conduct, but they are enjoined to conduct themselves on every occasion with the propriety and decorum of gentlemen, and any student who shall be guilty of any conduct unbecoming a gentleman shall be dismissed or otherwise less severely punished.

"2. *Any* student who shall *drink* or have in his possession any *wine, porter, ale, or any other spirituous or intoxicating liquors*, or shall go to any inn, public house, or place where any of these *liquors* are sold, without the permission of the Principals, or shall play at cards or any other game of chance, or have cards or materials used in any game of chance in his possession, or insult a sentinel by words or gesture, or answer for another at roll-call, or engage another to answer for him, or shall prompt another during recitations, or be guilty of any other deception whatever, or behave indecently or irreverently while attending divine service, or profane the Sabbath, or use any profane oath or execration, insult, traduce, or defame, or strike, or in any manner offer violence to another student, or shall enter into any combination or agreement to hold no friendly or social intercourse with another student, or shall be guilty of disrespect or disobedience towards the Instructors or other constituted authorities of the Institution, shall incur penalties according to the nature and degree of the offence.

"3. No student shall at any time go to any hotel, tavern or eating-house to take any meal or lunch, except in company with his parent or guardian, or some near relative of discreet age, or by permission of one of the Principals or officers in command.

"5. All immoralities, disorders, misbehavior, or neglect, of which any student may be guilty to the prejudice of good order and discipline, though not especially herein mentioned, are to be punished according to the nature and degree of the offence.

"6. All combinations, under any pretext whatever, are prohibited. Any student, who in concert with others shall adopt any measure under pretence of procuring a redress of grievances, or enter into any agreement with a view to violate or evade any regulation of the School, or shall endeavor to persuade others to enter into such concert or agreement, shall be regarded as guilty of a very serious offence.

"7. The Principals shall prescribe such limits around the Institution as they may deem proper, beyond which no student shall go without their permission.

"8. The students are required to attend Sunday-school and divine service Sunday forenoon when practicable, under such regulations as may be prescribed by the Principals.

"9. The use of tobacco in any form is prohibited, and smoking on or about the streets of Oxford will be regarded as a serious offence.

"11. There shall be an Infantry drill every day, when the weather is favorable (Saturdays and Sundays excepted), at such regular hour of the day as the Principals may appoint, to continue ordinarily one half hour.

"18. Students are prohibited from having in their possession gun-powder or any description of fire-arms, or any other weapons not issued by the proper authority.

"29. Every student having permission to be absent must leave his name with the Sergeant, or officer of the guard, on going out and returning to quarters, who shall report the same, with the time absent, on his daily reports.

"82. No student will be allowed to visit the room of another during study hours.

"83. On Sunday the students are enjoined to relinquish

their sports; to devote their spare hours to reading, or studies appropriate to the day, and to conduct themselves in a quiet and peaceable manner.

"84. The strictest attention to study and all other duties is required. Every student, therefore, who shall absent himself fro duty of any kind, and fail to render a satisfactory excuse in writing for such absence, *shall* be reprimanded, put on extra duty, or confined, according to the circumstances of the case; and demerit marks in numbers proportioned to his offence will be recorded against him.

UNIFORM.

A handsome, durable suit of dress uniform is furnished the students, consisting of a coatee and pants made of the best West Point grey, and a dark blue cap with wreath and letters in front, at a cost of $22.75. Fatigue suits, of a sack coat, vest and pants, made of the same material, will be furnished at a cost of $18.50. The wearing of uniform adds no little to the appearance and comfort of the student, and the advantages, on the score of economy and neatness, are such as to induce the Principals to urge its adoption by all; but that new students may make their clothes on hand available, they will not be *required* to wear the uniform until their second session.

LOCATION, BUILDINGS, ETC.

The location of the School, about half a mile from the business part of the town, is very favorable to the maintenance of our rules and regulations, particularly the rule forbidding students to be on the streets without a special permit from one of the Principals.

Our buildings are new and commodious and furnish very comfortable quarters for students. As a rule, not more than three boys are permitted to occupy the same room. The mess-hall and recitation-rooms are in close proximity to the barracks, so as to be reached without exposure in inclement

weather. The spacious grounds about the buildings give ample space for exercise and athletic sports. Great improvements to these grounds have recently been made, and will be continued until we have rendered the place one of the most attractive and pleasant homes for boys to be found in our Sunny South.

A large gymnasium will be put up before the opening of our Fall Session, which will be accessible to the students without extra charge.

We extend to our patrons and others a cordial invitation to visit the School, that they may witness our methods of instruction and see for themselves how thoroughly equipped we are for efficient work.

The catalogue of old students, here appended, is very defective, many of our school records having been lost. It is hoped that our friends will aid us in getting up an amended catalogue for next year. We desire in our subsequent issues to make brief notes of the occupations, successes, honors and distinctions of our former pupils in connection with each name. We shall be active in our inquiries, and hope those who feel an interest in the matter will favor us with any information they may have, that we may make the catalogue as complete as possible.

LITERARY SOCIETY.

There is a Literary Society connected with the School. It holds its session every Friday evening, and the exercises in writing and speaking are valuable auxiliaries to the work of the School. The library, which is constantly receiving additions, already contains a considerable number of well-selected books.

MEDALS.

Three Gold Medals are annually bestowed by the Franklin Society on its best Debater, Orator and Essayist. Any member of the Society may compete for any one of these medals.

SESSIONS.

The scholastic year is divided into two sessions of twenty weeks each. The Spring Session begins the second Monday in January, and the Fall Session the last Monday in July of each year.

EXPENSES PER SESSION OF TWENTY WEEKS.

Board and Tuition, including furnished rooms and fuel, - -	$110 00
Washing and lights, about - - - - - - - -	7 00
Books, stationery, &c., about - - - - - - -	10 00

Prepayment of one-half is required *on entrance*, the remainder at the middle of the session. Each student is to furnish for his own use his blankets and sheets for double beds, pillow-cases and towels.

GENERAL REMARKS.

The chief work in the School will be done by the Senior Principal and his two sons. The less important work will be given to assistant instructors, who will be selected with especial reference to their peculiar fitness for the duties assigned them; and the number of students will not be increased beyond the capacity of the Principals to take personal charge of all the classes in the leading branches taught, and to supervise all the other work of the School.

The School has now been under its present management for more than THIRTY YEARS, and in this sense, it is, we believe, the OLDEST SCHOOL in the South.

Long experience and watchful observation have enabled us to make many improvements in our methods of instruction and discipline; and the fact that a large proportion of our boys has been able to compete successfully for the highest honors in the various Colleges and Universities of the country for a long series of years, furnishes satisfactory evidence of the excellence of our system. New and commodious buildings have been erected; and it is the great aim and ambition of the Principals

to make the School, in its equipments, in the completeness of its courses of study, and in the efficiency of its methods of instruction and government, a *model preparatory and finishing Academy.*

The high reputation and growing popularity of the School is to the Principals a source of just pride and gratification; and no pains or expense will be spared by them in their efforts to reach the highest standard of excellence in all the appliances and appointments of the School. None but well qualified assistant instructors will be employed; and none but honorable and studious boys will be retained in the School.

The character and qualifications of the teachers; the admirable adaptation of the buildings to school purposes; the ample and comfortable accommodations for students; the location, easy of access, near the town of Oxford, with its refined society and its churches; the military drill and discipline; the excellent system of text-books adopted; and the completeness of the courses of study, seem to fulfill every desirable condition of a High School for Boys, and to meet every requirement of parents seeking for their sons the best moral, mental and physical training.

Note.

The Horner School was established at Oxford in 1851, under the auspices of the present senior principal. When he took charge of the School by invitation of the Trustees, he found it sustained almost exclusively by the local patronage of the town. The numbers have varied since then from forty to one hundred students in the daily attendance; and at no time has the school been more efficient in the instruction given and in the discipline maintained than it is at the present time. His sons now associated with him were trained by him for college with the greatest care. One of them has been continuously engaged in teaching, with eminent success, since his graduation at Davidson College in 1874. The other has had two years at the University of Virginia, and has had good experience in teaching. He is regarded by his pupils and the patrons of the school as a very able and successful instructor. Teaching has been the life-time business of the senior principal, and he has reason to be gratified with his success in making scholars, many of whom have won the highest honors in the various colleges of the country, and have attained prominent positions in the various walks of life.

His constant aim has been to be faithful in the discharge of duty, and to carry his methods to the highest standard of excellence. He feels that the School is now on a safe and permanent basis, and that the great ambition of his life is attained. The cordial greeting he meets with everywhere from his

former pupils and others, when he goes from home, is exceedingly gratifying to him, and satisfies him that his labors in his vocation are appreciated by a generous public; and he is proud of the consciousness that he has done something towards elevating the standard of scholarship in his native State.

Improvements will continue to be made in our accommodations, but the capacity of the School will not be enlarged. We do not desire any considerable increase in our numbers, satisfied as we are that efficiency in the management of a school is best secured with a limited number of pupils.

A Partial Catalogue

OF THE STUDENTS OF HORNER SCHOOL SINCE ITS FOUNDATION IN 1851 TO FALL SESSION OF 1882.

Adam, Richard
Alexander, Edmund
Alexander, J. H.
Allen, C.
Allen, J. R.
Allen, Garland
Allen, Thomas
Allen, Patrick
Amis, Ernest R.
Andrews, J. J.
Andrews, P.
Anthony, W.
Arnold, P.
Arrington, William
Arrington, Thomas
Arrington, John
Ashe, S. T.
Ashe, M. P.
Askew, John
Askew, Charles T.
Askew, W. F.
Askew, James A.
Atkinson, D.
Atkinson, J.
Austin, William
Avent, J. P.
Aycock, James H.
Bailey, A.
Baker, Geo. D.
Baker, Julian M.
Baker, M. A.
Ballard, R. E.
Barlow, W. L.
Barlow, Thaddeus
Barnes, Calvin
Barnes, William
Barnes, Benjamin
Barnes, Charles
Bass, B. A.
Bass, Jesse
Bass, T. H.
Batchelor, Joseph B.
Batchelor, P.
Battle, S. W.
Battle, Wilson
Battle, George
Battle, C. L.
Battle, Elisha
Batts, Dumphrey B.
Beasley, William
Beasley, W. R.
Bell, W. W.
Bell, L. B.
Bellamy, J. L.
Bellamy, L.
Benbury, J. E.
Benbury, R.
Bennett, William
Bernard, F.
Betts, Sydney
Betts, H. W.
Betts, W.
Blacknall, A.
Blacknall, C. A.
Blacknall, W. H.
Blacknall, D. L.
Blacknall, C. L.
Blacknall, John
Blacknall, William
Blakely, Lamott M.
Blount, W. A.
Blount, R. L.
Blount, James
Blount, John
Bobbitt, T. T.
Bobbitt, Robert
Bobbitt, William A.
Bond, Charles
Bond, D.
Bond, Henry
Bond, Lee
Bond, J. T.
Bonner, Henry
Bonner, J. B.
Borden, F. K.
Boshammer, H.
Bowes, C. E.
Boyd, J. F.
Branch, G. W.
Bradley, K. J.
Bradley, Kinstain
Bradley, J.
Bragg, W. H.
Braswell, Joseph
Braswell, Archie
Bridgers, Preston
Bridgers, S.
Britton, O.
Brown, J. P.
Brown, Clair H.
Brown, George
Brown, Thomas
Brown, Wyatt L.
Bryan, J. H.
Bryan, C. W.
Burgwyn, G.
Burgwyn, S.
Burton, C. E.
Burwell, William
Burwell, T. N.
Burwell, A. R.
Burwell, W. S.
Burwell, S.
Burwell, H. H.
Butler, E. G.
Cain, James F.
Cameron, B.
Cannady, T. L.
Cannady, J. F.
Capehart, Alanson
Capehart, Cadmus
Capehart, Armistead
Capehart, W. F.
Carrigan, J. F.
Carrington, S. C.
Carr, J. J.
Carr, Robert
Carr, Richard T.
Carr, Titus
Carson, William
Carter, David M.
Cave, Robert
Cawthorne, John
Cheatham, J.
Cheatham, Thomas

Cheek, W. B.
Cheek, William
Cherry, William
Cherry, Solomon
Cherry, James
Cherry, Joseph
Cherry, George
Clark, J. S.
Clark, Sandy
Clark, Henry
Clement, W. W.
Clement, W. L.
Cobb, D. E.
Cobb, J. W.
Cohen, Bonner
Cohen, E. C.
Cohen, Jonas
Cole, J. N.
Collins, Josiah
Cooke, William
Cooper, L. E.
Cooper, C. J.
Cooper, M. A.
Cooper, M. C.
Cooper, H. G.
Cooper, S. W.
Cooper, John
Cooper, Sandy
Cooper, Thomas
Copeland, Raphael
Covington, J. P.
Covington, Harris
Covington, J. W.
Covington, Edward
Covington, F.
Cox, R. C.
Cowan, John
Cozart, S. B.
Cozart, T. A.
Cozart, J. T.
Cozart, U. H.
Cozart, W. M.
Crabtree, Charles
Crawford, T. D.
Credle, George
Crews, F. J.
Crews, H.
Crews, C. F.
Cross, T. H.
Crudup, Edward A.
Cunningham, J. S.
Currie, J. H.
Currie, C. T.
Currin, L. M.
Currin, L. H.
Currin, E. G.
Cutchin, J. A.
Cutchin, J. M.
Daniel, T. J.
Daniel, W. A.
Daniel, James
Daniel, Isham
Daniel, W.
Daniel, R. J.
Daniel, J. N.
Daniel, W. A.
Daniel, P.
Davis, Thomas
Davis, T. W.
Deberry, E. A.
DeVane, W. S.
Devereux, J.
Dillard, Richard
Disbrow, Charles
Dockery, W. S.
Dorsey, Washington
Douglass, Samuel
Dowd, Furman
Draughan, William
Dunn, W. A.
Dunn, W. N.
Dunn, Hugh
Dunn, J. J.
Dunn, B.
Easton, C. H.
Edmundson, Thos. E.
Edwards, D.
Edwards, James
Edwards, R. E.
Ellington, John
Ellington, Junius
Elliott, Warren
Ellis, Leon
Ellis, W. Z.
Etheridge, E. E.
Etheridge, T. G.
Ewell, Edgar E.
Exum, John B.
Faison, Colin
Faison, William C.
Farmer, Moses
Faucett, C. W.
Faucett, Thomas
Feild, A. J.
Feild, Blackwood S.
Fenner, W.
Ferebee, J. W.
Ferebee, N.
Fisher, Charles
Fitzgerald, Charles
Fitzgerald, George
Flanner, Charles
Fleming, C. H.
Forbes, J. H.
Foreman, Ivey
Fouche, Giles
Foulks, James
Fowle, S. R.
Frank, Robert
Freeman, Charles
Fremont, R. L.
French, J. T.
Frink, S.
Fulford, J.
Fulford, W.
Fuller, W. W.
Futch, C. B.
Garris, J. D.
Gay, W. J.
Gay, J. J.
Gay, William
Gay, E. J.
Gay, Samuel
Gayle, E. E.
Gilliam, D.
Gilliam, J. R.
Gilliam, Braxton
Gilliam, E.
Gilliam, H. A.
Glenn, E. T.
Goodman, James
Gooch, Prentis
Gooch, Rowland
Gooch, Joseph
Gooch, Willis
Gooch, James
Gorham, J. S.
Grandy, A. S.
Grandy, C. D.
Grandy, L. B.
Graves, F. H.
Gray, J. T.
Green, W. T. L.
Grenn, George
Green, John C.
Gregory, Roger
Gregory, H.
Griffin, John
Grist, Bryan
Gunter, Cicero
Gurley, Joseph
Guthrie, M.

Gwynn, Ruffin T.
Hackney, George
Hairston, Frank C.
Hall, A. S.
Hall, J. G.
Hall, W. E.
Halloway, George
Hamilton, M. B.
Hamlet, William
Hamlet, S. E.
Hamme, Richard
Hamme, L. F.
Happer, Richard
Harding, William
Hardison, H.
Hardy, Caldwell
Hardy, Joseph
Hargrove, C. W.
Hargrove, John
Harrell, A.
Harrell, J. L.
Hart, Thomas
Hart, S. L.
Hatch, Ira
Hathaway, G. W.
Haughton, E.
Havens, R. F.
Haven, John
Hawkins, John
Hawkins, James B.
Hawkins, W. J.
Hawkins, W. A.
Hawkins, William
Hay, William P.
Hays, J. W., Sr.
Hays, J. W., Jr.
Hays, Frank
Hays, R. K.
Hays, William
Hays, J. M.
Haywood, E. G.
Haywood, Hubert
Haywood, Ernest R.
Haywood, G.
Haywood, A. W.
Heathcock, J.
Heathcock, S.
Heckstall, W. T.
Herring, W. H.
Hester, F. B.
Hester, B. F.
Hester, W. T.
Hester, St. Clair
Hester, J. W.

Hicks, Oliver
Hicks, O. W.
Hicks, H. C.
Hicks, B.
Hicks, E. C.
Hicks, C.
Hicks, C. J.
Hicks, Edward
Hicks, Ernest R.
Hicks, William
Higgs, W. J.
Hill, D. H.
Hilliard, S.
Hines, Amos
Hines, Richard
Hines, Frank G.
Hinson, J. F.
Hinton, William
Hinton, C. L.
Hinton, W. E.
Hinton, J. C.
Hinton, L. E.
Hinton, C.
Hinton, L.
Hobgood, F.
Hodges, E.
Hogsette, W. W.
Holmes, J. L.
Homes, Charles
Holt, H. C.
Holt, C. T.
Holt, C. F.
Holt, W. L.
Holt, L. S.
Hooker, Octavius
Hopkins, C.
Hopkins, William
Horner, W. D.
Horner, J. C.
Horner, J. M.
Howard, James
Howard, Thomas
Howell, A. R.
Hoyle, Henry
Hoyt, J. H.
Hughes, I. W.
Hundley, A.
Hundley, E.
Hunt, J. P.
Hunt, Graham
Hunt, D. C.
Hunt, Herndon
Hunt, J. S.
Hunt, Rhodes

Hunt, R. L.
Hunt, J. M. B.
Hunt, W. H.
Hunt, J.
Hunt, M.
Hunt, D.
Hunt, Walter
Hunter, Lucillus,
Hunter, J.
Hunter, C.
Hunter, N.
Hyman, Edward
Ihric, Peter
Incocks, J. H.
Incocks, H. H.
Jackson, J. A.
Jackson, William
Jeffreys, John O.
Jenkins, W. W.
Jenkins, O.
Jenkins, J. S.
Jenkins, Walter
Jenkins, Webster
Jiggitts, D.
Johnston, W. D.
Jones, James
Jones, Allen C.
Jones, R. G.
Jones, T. B.
Jones, W. H.
Jones, E. T.
Jones, John W.
Jones, W.
Jones, L. J.
Jones, J. L.
Jones, Erwin,
Jones, F.
Jones, Thomas
Jones, H. S.
Jones, Richard
Jones, Benjamin
Jones, J. M.
Jordan, A.
Jordan, T. H.
Joyner, William
Joyner, Edward
Joyner, H. J.
Joyner, Robt.
Joyner, Jason
Kingsbury, R. H.
Kingsbury, R. A.
Kingsbury, W.
Kingsbury, C.
Kingsbury, Henry

Kingsbury, H. P.
Kingsbury, H.
Knott, G.
Knotts, J. W.
Kopperl, M. A.
Krause, J. P.
Lamar, J. M.
Lamb, C. C.
Lamb, Enoch
Lamb, F.
Land, Nathan
Landis, Charles
Landis, Willie
Landis, George
Landis, C. H.
Landis, James
Lane, S.
Lang, W. M.
Lanier, H.
Lanier, Robert
Lanier, Lexie
Lanier, J. C.
Lanier, Lucius
Lassiter, R. T.
Lassiter, R. W.
Lassiter, J. S.
Lassiter, T.
Latham, T. W.
Latham, D. L.
Latham, William
Lawrence, N. M.
Lawrence, Lewis
Lawrence, Thaddeus
Lawrence, John
Lawrence, James
Leak, James
Leary, S. M.
Leary, J. H.
Leary, J.
Leary, E.
Leggett, K.
Leggett, J. W.
Leggett, William
Lewis, E. A.
Lewis, D.
Lewis, W. G.
Lewis, L.
Lewis, G.
Lewis, W. E.
Lippett, A. D.
Little, F.
Little, Leonidas
Livingston, S. P.
Lockhart, N. M.

London, R.
Long, W. W.
Longmire, Robt.
Lucas, J. B.
Luggs, Josiah
Laughinghouse, Joseph
Lynch, Thomas
Mallory, William
Mann, J. S.
Marsh, E. S.
Martin, W.
Martin, W. F.
Massenburg, J. N.
May, J. O.
Maynard, E. P.
Mayo, J.
Mayo, C.
Mayo, E. A.
McClennehan, D.
McGee, W. T.
McIlhenny, Thomas
McIlhenny, John
McIlhenny, Dudley
McKay, Willie
McLearan, Edward
McMillan, H.
McNider, St. Clair
McSwine, Robt.
Meadows, F. P.
Means, A. D.
Mebane, J. T.
Medlin, P.
Miller, Robt.
Mitchell, D.
Mitchell, M. P.
Mitchell, W. D.
Mitchell, W. J.
Mitchener, J. A.
Moore, W. D.
Moore, W. R.
Moore, T. V.
Moore, J. A.
Moore, Dixon
Moore, G. E.
Moore, A. J.
Moore, D. B.
Moore, A. W.
Moore, E. J.
Moore, Francis
Moore, Walter W.
Moore, Thomas
Moore, B. R.
Mordecai, Samuel
Morgan, W.

Morris, William
Morris, John
Morris, Edward
Murray, William
Nadal, E. M.
Newberry, L. L.
Newby, G. D.
Niblack, S. S.
Nicholson, J. W.
Nicholson, J. M.
Nicholson, Mason L.
Nicholson, Samuel
Nicholson, S. T.
Nicholson, William
Nicholson, G.
Nicholson, Edward
Norfleet, J.
Norfleet, S. A.
Norfleet, R.
O'Berry, J.
Oldham, E. A.
Osborn, William
Osborn, C.
Osborn, W. F.
Osborn, J. P.
Outlaw, David
Owen, Graves
Owen, David
Owens, N. B.
Page, C.
Page, H.
Paisley, D. L.
Paramore, H.
Parham, J.
Parker, R. B.
Parker, James
Parker, S. W.
Parker, Richard
Parker, D.
Parker, J. A.
Parker, Fletcher
Parker, Augustus
Parker, J.
Parker, G. L.
Parker, J. D.
Parker, R. C.
Parker, Watt
Parker, William
Parks, F.
Parrott, H. C.
Parsley, W. M.
Parsley, Walter
Parsley, Oscar G.
Paschall, W. G.

Paschall, C. L.
Paschall, L.
Paschall, J.
Paschall, Richard
Paschall, Robt.
Paschall, R. S.
Paschall, Walter
Patricks, D.
Paxson, C. L.
Pearson, R.
Peebles, Millard
Peebles, R. V.
Peebles, Edward
Peebles, John
Peebles, R. B.
Pender, Cadmus
Perry, W. V.
Perry, Solomon
Persons, R. G.
Pettigrew, C. L.
Pettigrew, Thomas
Phillips, J.
Phillips, W. A.
Philpot, S.
Pippin, C. A.
Pippin, F. L.
Pippin, J. S.
Pittman, R.
Pope, Paul W.
Pogue, William
Price, Thomas
Price, William
Prout, W. H.
Porter, Joseph
Primrose, J. F.
Primrose, Robert
Pugh, Christopher
Pugh, W. A.
Pullen, J. T.
Purnell, J. C.
Purnell, William
Puryear, P.
Quincy, M.
Randolph, J.
Ransom, Robt.
Ransom, James
Ransom, M. W.
Ransom, Joseph E.
Rawlins, E. T.
Ray, James
Ray, William
Redd, W. S.
Redd, William
Redd, Alexander
Rease, Thomas
Rhodes, E. L.
Rhodes, G. W.
Richardson, L.
Richardson, C.
Riddick, S.
Riddick, Charles E.
Rieger, J.
Robards, Henry
Robards, W. J.
Robbins, J. B.
Robinson, Thomas
Robinson, B. P.
Rogers, A.
Rogers, Sion
Rolfe, P.
Root, Charles
Rountree, R. L.
Rountree, A.
Rountree, G. H.
Rountree, L.
Rountree, J. E.
Rountree, F. M.
Rountree, R. H.
Routon, William
Rowland, James
Royster, T. S.
Royster, Thomas
Royster, R. W.
Royster, H.
Royster, William
Ruffin, W. C.
Ruffin, Allen
Ruffin, James
Russell, D.
Russell, J.
Salsbury, Robt.
Sanderlin, W.
Sanders, H. E.
Satterthwaite, F. B.
Satterthwaite, T. H.
Satterwhite, A. M.
Saunders, J. H.
Saunders, R. B.
Savage, A.
Savage, William
Scott, John L.
Selby, Samuel
Sheppard, H.
Shelburn, W. O.
Shemwell, Thomas
Sherard, G.
Sherard, B. P.
Sherard, G. H.
Shields, William
Shields, L. S.
Shields, J. G.
Simms, J. B.
Simms, W. W.
Skinner, W. H.
Skinner, Harry
Skinner, J.
Skinner, Benjamin
Skinner, William
Skinner, T. G.
Slade, Asa
Smallwood, S. W.
Smallwood, J. P.
Smallwood, John
Smallwood, L.
Smith, C. W.
Smith, R. A.
Smith, William
Smith, B.
Smith, Wilmer
Smith, James
Smith, John
Smith, Asa
Sneed, A.
Snider, W. F.
Southgate, James
Spaniel, C. W.
Speller, Charles
Speller, G. W.
Spencer, William
Spencer, John
Spencer, Jones
Squin, William
Stanback, D. C.
Staton, C.
Staton, F. B.
Staton, Fernando
Steele, Stephen
Steele, Walter
Steele, William
Stigall, R.
Stigall, J.
Stigall, Isaac
Stradley, W. P.
Strange, Robt.
Strange, J.
Strudwick, J. W.
Strudwick, Willie
Stubbs, H. W.
Strayhorn, Thomas
Summerell, W. H.
Sutton, W. T.
Sutton, L. B.

Swain, Joseph
Swain, William
Swain, James
Taft, G.
Taft, J. M.
Tapp, Richard
Tate, C.
Tate, William
Taylor, Massellon
Taylor, James
Taylor, J. A.
Taylor, T. J.
Taylor, Thomas
Taylor, J. M.
Taylor, Robert
Taylor, O. K.
Taylor, R. P.
Taylor, T. W.
Taylor, C. A.
Taylor, Richard
Taylor, W. R.
Taylor, L.
Taylor, T. G.
Taylor, H. D.
Taylor, B. R.
Taylor, John
Tillery, B. F.
Tillery, T. W.
Tillett, W. F.
Tillett, C. T.
Tillett, A.
Thigpen, W. A.
Thigpen, A. M.
Thomas, A.
Thomas, T. M.
Thompson, J.
Thompson, O. G.
Thompson, D.
Thompson, J. C.
Thorp, Robt.
Thorp, Benoni
Thorp, Albert
Thorp, Lonis
Thorp, Peterson
Towe, W.
Towe, James
Troy, John C.
Tucker, John
Turnage, R. T.
Turnage, H.
Turner, Devereux
Tyson, M. R.
Tyson, George
Vaughan, T. J.
Vaughan, J. E.
Vaughan, Uriah
Venable, A. W.
Venable, T. R.
Venable, Joseph
Vick, Samuel
Wadsworth, A. E.
Waldo, P.
Waldo, J. T.
Walker, Platte
Walker, George
Walker, J. M.
Wallace, J. A.
Waring, Thomas
Warren, J. C.
Warren, H. C.
Washington, E.
Watkins, H. T.
Watkins, William
Watson, J. J.
Webb, S. G.
Webb, John
Webb, S. H.
Webb, Edward
Weeks, William
Weeks, J. M.
Wetmore, L. B.
Wetmore, W. B.
Whitaker, E. W.
Whitaker, J. T.
White, B.
White, P.
Whitehead, W.
Whitehead, R. H.
Whitehurst, J. M.
Whitley, J. A.
Wilder, Samuel
Williams, Sherwood
Williams, S. W.
Williams, W. P.
Williams, Robert
Williams, T. M.
Williams, H. G.
Williams, Lewis
Williams, W. T.
Wilson, T. E.
Wilson, B. J.
Wimbish, F.
Winston, P. H.
Winston, F. D.
Winston, R. W.
Winston, G. T.
Wise, Kenneth
Wood, James
Wood, William
Wood, J. G.
Wood, Julian
Wood, M. T.
Wood, Frank
Wood, Edward
Wood, Sydney
Woodars, J. S.
Woodard, J. E.
Woods, James
Woods, P.
Woods, R.
Yarborough, Thomas
Yarborough, William
Yancy, Garland
Yancy, L.
Yarrell, Thomas
Young, James
Young, J. H.
Young, J. R.
Young, John
Young, William
Young, David